Learning Conversation Notes	
Name of Partner: Rocklin Unified School District (RUSD)/City of Rocklin Inclusive Preschool	Date: May 18, 2006
Number of Children Served: 118 Typically developed children: 96 Children with special needs: 22	Ages: Rocklin Pre-School: 3 yr olds (48) Rocklin Pres-School 4 yr olds (48) RUSD Special Day Class 3 yr olds (6) RUSD Special Day Class 4 yr olds (11) 3 yr (48), 4 yr (48), 5 yr ()
When Served: August 2005 – June 2006	Gender: Ethnicity: 50-Male 74- Caucasian 63-Female 1- African Amer. 9 - Hispanic 11- Asian 2- Hawaiian/Pacific Islander

Conversation Participants: Michele Young, Katherine Magoffin, Tracey Tapiz, Kerry Kurtzman, Betty Di Regolo, Janice Critchlow, Janis Wikoff, Don Ferretti, Mike Romero, Nancy Baggett

Outcomes:

- The parent support system for children with special needs will be enhanced.
- Children involved in the program will be achieving appropriate developmental milestones in a fully inclusive setting.
- Children will enhance their ability to be ready to succeed in kindergarten.
- Mutual benefits and awareness will occur for both the special needs children and typically developed children involved in the program.
- Staff supervision will be provided with Rocklin Unified SchoolDistrict funds to sustain integrating children with special needs in an inclusive preschool setting by July 1, 2006.

Performance Measures:

- Demographics (number of 0-5 served by gender, age, ethnicity and when services were provided).
- Parent satisfaction survey
- Videos and Photographs
- Inventory of skills for each child
- Early identification rates
- Documentation showing the reduction of First5 Placer funds used in fiscal year 2006-2007 for staff supervision.

What is this data telling us about achievement of outcomes? Demographics:

 Rocklin remains a predominately Caucasian community. Overall the numbers of children with other ethnic origins is increasing and showing up in the preschools.

Children with Special Needs:

This year, because of the severity of the children's needs, one of the classrooms was made more sparse giving open space to enhance application for motor skills.

Parent Survey:

Typically developed preschoolers:

- Data indicates most parents agree with the survey questions by strongly agreeing.
- Parents may be reversing some of the questions. It is possible that some parents are misreading the survey, or answers may be miscoded. There needs to be an understanding as to why a few parents answerd strongly disagree.
- Answers are heavily distributed toward the positive. Parents overall are feeling very well informed

Children with Special Needs:

- Parents overwhelming feel the program is benefiting their children.
 Parents who read materials and respond to home work indicate that they are most well informed.
- It is encouraging that parents are responding with the feeling that their children are being accepted by the peers and staff of the school.
- Many children have not been out of their family before. They generally
 haven't been to a play group. It is a big step and a true test of trust for the
 parents to have their children in the program.

Photographs (See Attached)

Photos indicate outcomes are being met:

Providing appropriate supports to children with special needs allows them to participate in typical pre-school. In order for the benefit to be realized, sustained facilitation is necessary.

Through the photos it is clear that:

- Parents are well supported through direct communication with teachers and building relationships with teachers at pick-up time as the child moves toward kindergarten.
- Children are shown willingly participating in a non-preferred task.
 Integrated classroom children are seen eagerly participating in pre-writing skills.
- A great deal of effort is put into developing fine motor skills as an important step toward kindergarten.
- In the integrated classroom, children are seen grasping writing implements as pre-writing skills are developed.
- Children are able to use self-control and listen to stories for a sustained length of time. All children in the group are listening intently.
- Being able to remain attentive while sitting on the carpet for an extended period is a necessary skill for success in kindergarten.
- Children are playing cooperatively.
- A non-verbal child is learning physical communication tools by learning high five.
- Staff supervision facilitates the development of typical play and toy use.

Video

- Children with delays in communication or cognitive and conceptual disabilities are shown able to speak in front of a group, and involved in a fully inclusive setting.
- Typically developing students are learning side by side with children with disabilities. All students are observed engaging in pre-kindergarten skills.

Inventory of Skills for Each Child

Rocklin Preschools and RUSD 3 year olds

Tasks that were improved upon between pre and post-tests at beginning and end of year were developmental. Seven have been highlighted.

- All students had growth in the area of nose blowing.
- The student's ability to sit in carpet/circle time shows significant improvement in both groups.
- Takes turn with assistance is significantly reinforced and data shows enhanced development.
- In developing pre-reading it is critical that children recognize common environmental sounds. There is not that much growth is recognition between pre and post-test.

- The data indicates that appropriate pronoun use develops at a slower rate for both groups.
- The data indicated catching a bounced ball is a difficult skill and also, that kids may not be getting out and using gross motor skills. While that are children that have not mastered the skill, there has been growth.
- The vast majority of students in both populations are learning to use the skill of holding a crayon with thumb and finger.

Rocklin Preschool and RUSD 4 year olds

- All the special needs current children tested have communication challenges. There are appropriate milestones being met for both groups. The data indicates that having two years of preschool creates strong growth.
- Drawing a person with 2-6 recognizable parts shows All the students with special needs in the RUSD class were able to fully master the task by post-test. This year the students loved the pencil and paper tasks and the parents practiced at home.
- In Blows Nose independently, the distribution of skill level is similar in both groups.
- In understanding sequence of events the growth is evident. Typically
 developing students are understanding that life happens in an order. It is
 harder for some special needs kids because it is a higher order thinking
 skill.
- The improvement in asking 'when, how, and why' is more limited for students with special needs. The student may use inflexion of a question, but not a word. This group of special needs kids has expressive communication delays, and this is a challenging skill. There is a significant difference.
- Students with special needs mastered kicking a rolled ball with toe by post-test, while the typically developed children found this more challenging.
- Both groups of students demonstrated significant growth in coloring primarily within the lines, a pre-writing task.

Early Identification Rates

• Though district enrollment is going down, the number of special needs preschool students is increasing. The number of children with autism in the district is growing each year. The largest numbers of referrals come from parents identifying that language is not developing. Having local partnerships to assist in early identification makes a big difference. Many parents are unable to identify special needs on their own. If kids get into preschool early, their development can be enhanced prior to entering kindergarten.

Reduction of Funds

 This outcome has been achieved. The Rocklin Unified School District has agreed to fund the 6-hour integration aide position for 2006-2007.

In what ways will we apply what we have learned from our data?

Parent Survey:

 Look at making adjustments in the survey response scale and add an item that invites parent comments.

Inventory of Skill

 An application is to continue to show the data and identify data sets that are interesting and present them in an combined way.

Other Points Made During the Conversation:

As a result of the experience of the partners in providing an inclusive preschool experience, a preschool for children with Autism has been developed at a separate site that provides a reverse mainstreaming. The typically developing children are integrated into this specialized preschool classroom.

Next Steps:

Photos:

Suggest - Adding catch phrases and words along with photos and outcomes.

Next meeting will be January 16, 2007 from 2:00-5:30.